



# Race to the Top - District

## Technical Review Form

Application #1000MO-1 for Poplar Bluff School District R-1

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>With a well-defined ideal of what personalization means to the district, PBR-I aspires to identify and work from the premise that students' needs and interests are the foundation stone on which to build a holistic structure for college and career readiness.</p> <p>A highpoint of the proposal is that the district recognizes the need for change in school culture and school climate. One way that the culture and climate will change is through the cultivation of academic and non-academic relationships between teachers and students.</p> <p>Technology will be purchased to help personalize learning by matching student needs with resources. Technology will also afford access to real time data of assessment outcomes so that teachers can intervene or accelerate instruction. Parents will also benefit from technology through multiple data systems that offer student reporting information. Teachers will administer frequent informal assessments rather than rely solely on the end of year high stakes tests. Mastery based progression, selection of career clusters, and dual credit courses are additional highlights that increase the chance of college and career readiness.</p> <p>School buildings will have principal led leadership teams to foster collaboration. Teachers and principals have agreed upon an evaluation system that will connect teacher and principal performance to student performance. Teachers will receive a substantial amount of training and support to learn instructional methods to facilitate higher order thinking, a personalized learning environment, and to promote student engagement and motivation. Unfortunately, the proposal did not speak to how principals will be further developed as leaders.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>The district plans to serve all of its students with the amenities of this program. Of the total population, 70.1% are high needs and 60.1% are from families with low income.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>One of the positive aspects of this application is that it delineates what personalization means to the district as opposed to allowing it to remain nebulous. Another positive feature of the proposal is that the district asserts that it is poised to abandon fixed curricula, and pace/fixed time and place, and institution/teacher centeredness to provide customized educational services to all students that minister to the whole child. There is also a strong emphasis on the social, emotional, and behavioral needs of the child. Classrooms will be environments that foster motivation, acceptance of others unlike oneself, and they will be centers where students learn how to make constructive life choices. This is coupled with a commitment from the community to continue to be a "village" and provide extended academic support, mentoring, social workers, as well as services for students with fragile living conditions.</p>		

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
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(A)(4) Reviewer Comments:

Predicted improvement in student learning and performance and increased equity were provided for all students, by grade, by year, and by subgroups. Performance on summative assessments to decrease the achievement gap and to increase in college enrollment was provided. In addition to reporting four years of graduation rates, what is expected in the future was presented. Moreover, documentation was provided for the district's graduate analysis, 2010 FAFSA filing rates, and a history of its achievement report based on the state's assessment program. Mean scales for the State were provided but the proposal was absent the State's ESEA targets.

The achievement goals for some grade bands are fairly ambitious while others plan for slow but steady progress. There is a need for the reasoning behind why there are higher expectations for some grade bands above others. All of the goals—decreasing achievement gaps, graduation rates, and college enrollment appear to be achievable.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

The district has demonstrated an impressive record of success of late. Overall, there has been improved student performance in the communication arts and in math. Proficiency rates among targeted subgroups have also increased as have graduation rates and college enrollment rates. Only two schools did not demonstrate at least a 10% growth in proficiency.

Documentation of improvement was provided by way of the district's graduate analysis, 2010 FAFSA filing rates, and history of its achievement report based on the state's assessment program.

Improvement in student learning and closing achievement gaps has been demonstrated in the African American, IEP, and low-income subgroups.

Making student performance data available to students, educators and parents in ways that inform and improve participation, instruction, and services is addressed in other sections.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The district spoke to operational and governance transparency in terms of honoring open board meetings, unless the state's sunshine laws afford confidentiality. Financial transparency is maintained by making the results of annual audits available to the public. All salaries are open to the public. A screen shot of a teacher salary screen is included as an artifact along with the district's budget for last year. The PBR1 also reports all personnel salaries to the NCES along with all other requested data through the F-33 form of the US Census.

However, the proposal did not specifically state that actual school-level expenditures such as regular K-12 instruction, instructional support, pupil support, and school administration, by school were available to the public. It could be surmised considering the aforesaid.

(B)(3) State context for implementation (10 points)	10	8
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(B)(3) Reviewer Comments:

The state department of education has set forth an accountability system. As long as the district remains fully accredited, the state allows autonomy. Under Missouri law (Section 171.011), the board of education for a school district is authorized to establish all needful rules and regulations to govern the operation of the district. Moreover, the state does not have the power

– in most cases – to get involved in disagreements between parents or patrons and school personnel.

Besides, the district is governed by a local board of trustees. The district asserts that through an extensive public engagement process, the Department has developed an accountability system that meets, and in many areas exceeds, the federal guidelines, according to a state official. Also, Missouri does not offer collective bargaining rights for public school employees.

(B)(4) Stakeholder engagement and support (10 points)	10	6
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(B)(4) Reviewer Comments:

The district engaged the following groups in the planning of this proposal: students, parents, building principals and other administrators, teachers, and counselors. Planning meetings were held with planning participants to review possible solutions to improve the education of the students in the district. A variety of strategies were suggested and reviewed. Specific feedback and alterations to the plan based on these suggestions was not offered.

PBR1 also conducts monthly collaboration days to bring all teachers together to discuss issues related to student success. During these monthly meetings a variety of programming for increasing student learning are discussed.

(B)(5) Analysis of needs and gaps (5 points)	5	2
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(B)(5) Reviewer Comments:

It is noted that students will have the opportunity to create their own personalized learning paths. A standard assessment will be in place for all grade bands. The teacher evaluation system will be a web-based performance management system that provides immediate feedback to teachers on their instruction with a myriad of attending professional development activities and students will have access to their own records, via technology.

While proficiency rates were previously offered, there was no analysis of apparent needs and gaps and no high-quality implementation plan with timelines and deliverables.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

The criteria in this section were addressed as follows:

Understand what they are learning is key to their success in accomplishing their goals. Are able to be involved in deep learning experiences in areas of academic interest:

- Teachers will help students understand that the process of setting learning goals is a key part of their learning.
- Students will set goals that are personally important to the student and the goals will stand a reasonable chance of being attained in a set time frame, and include a specific plan of action.

Personalized learning - Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements:

- The district set forth clear expectations for the personalized learning environment it envisions and what that means for teachers and students.
- Teachers will be expected to transform how they deliver content by utilizing technology to differentiate and allow multiple pathways for success.

Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements. Parent Communication:

- Teachers will help students set learning goals.
- PBR1 is in the process of creating a handbook of Essential Learning Outcomes for every grade level, for all subjects. This document will highlight for students and their parents the skills and concepts that should be mastered at each grade level and offer check points along the way.

An in-depth exposition of deep learning. A variety of high-quality instructional approaches and environments. High-quality content, including digital learning content as appropriate. A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time:

- Common Core Standards will also provide information about learning progressions.
- Teachers will spend time with students and parents, making sure that they understand the information about ELOs, learning progressions, and their alignment with Common Core Standards.
- Products and approaches for deep learning include: Waterford, SuccessMaker, Study Island, BrainPop for English language learners, Education City, TimezAttack, Ticket to Read, Acuity Learning Resources, Study Island, and A+nywhere System modules. Additional information about each of these learning supplements is provided in the addendum. These products are targeted accommodations for high-needs students.

Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving:

- Students will have the opportunity to participate in student council leadership.
- Problem solving activities will be personalized to match the needs and interests of students.
- Teachers will foster 21st Century skills of problem-solving, perseverance, teamwork, collaboration, and technology literacy.

Criteria addressed on some level in other areas of proposal:

- Training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning. Frequently updated individual student data. Access to data. Ongoing and regular feedback.

Criteria that are not addressed:

- It could be assumed that students will have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning (due to diversity in the student population); however, it was not addressed. Being in the same space with diverse populations does not ensure cultural competence.

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

(C)(2) Teaching and Leading (20 points)	20	15
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(C)(2) Reviewer Comments:

Improving learning and teaching from highly effective teachers. Implementing instructional strategies. Improve instruction and increase capacity to support student progress:

- The most rudimentary approach to this plan is collaboration. The district realizes that such drastic change and desired transformation cannot occur with a spirit of isolation.
- PBR1 has entered its 3rd year of implementation of a district-wide Professional Learning Communities approach.
- Learning will transition from curriculum-centered to student-centered.
- The teachers will also gain the skills for better understandings of assessments and how they can be used to keep them abreast of student needs.
- Teachers will learn how to teach higher order thinking through the inquiry-based method.

Frequently measure student progress:

- Teachers will be able to assess and diagnose each individual student's needs, plotting an instructional path based on that data, and then constantly monitoring performance and adjusting instructional accordingly are the key processes.
- PBR1 provides every school in the district access to a comprehensive student information system that houses information from the entire district over multiple years. The platform is a web-based suite, commonly referred to as SIS

and PULSE. SIS serves as a means of collecting information related to student enrollment, demographic information, attendance, discipline, IEP, teacher notes, grades, and assessment data. . Teachers are able to retrieve current or historical data on their students. The PULSE dashboard provides educators and administrators with an interactive overview of current student performance, with the ability to drill down from the district level to the individual student in just a few clicks.

- PBRI has purchased Curriculum Loft to facilitate collaboration and sharing of digital content and instructional resources across grade levels with all educators. Students and parents also have access to content that they can access from home.

Teacher evaluation and teacher feedback:

- Schools will utilize professional learning communities to process and implement the plethora of professional development, based on teacher needs.
- Training will help to make the paradigm shift from teacher-centered schools to student-centered schools.
- Participating in activities such as micro-teaching, discussing videotaped lessons, etc. will help teacher effectiveness that will lead to increases in student achievement.
- The district will implement the Marzano iObservation platform.
- Learning Coaches will also assist in analyzing data and providing meaningful strategies for teachers to use in the classroom.

High quality learning resources. Accelerate learning through support:

- Online, teacher-approved learning resources will be used such as netTrekker, Safari Montage, Discovery Learning, and Ticket to Read, to name a few.

Personalizing the learning environment to processes and tools to match student need:

- Acuity data, AimsWeb, State wide assessments, and other district assessments will provide a diagnosis of any issues a student may be having.

Unfortunately, not much attention was given to the building principals who might also need to change from autocratic leadership styles to participatory leadership styles in order to model the spirit of collaboration that will be required for comprehensive and transformative school improvement.

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

Organizing the LEA central office, or the consortium governance structure, to provide support and services to all participating schools

- Key administrators are in place in the central office to oversee and address issues that arise and to plan for improvements. This group meets on a weekly basis

Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets.

- The plan speaks to the role that principals will play in the plan. Allowing for site-based management, principals who are closest to the daily activities of the school will be empowered to problem-solve and make decisions for their campuses.

Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic. Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways:

- Individual student learning plans and timely assessments will help to measure student progress.
- Students will be given opportunities to develop various learning styles and will be allowed to express themselves in the manner they are most confident in when it comes to demonstrating final mastery.
- The district will continue to try to help students develop strengths in all learning styles.
- Projects will consist of rubrics that are designed to allow students to use their strengths to create the best results possible for their work.
- Students will not be held back if they have already mastered a particular skill set. However, if a student needs more time to achieve proficiency in a subject area, time will be allowed and created for the student to receive intervention or additional instruction.

Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

- All PBR1 educators will be aware of individual students in their classrooms who require additional supports due to disabilities and language barriers.
- Accommodation plans will be followed and implemented by all staff involved with the student.
- The district has in place a special education director, 504 coordinator and an ELL coordinator who are responsible for making sure that all accommodations are developed and implemented.
- IEP facilitators are in place at each site to assist with yearly meetings with appropriate teachers, administrators and parents to update the plans.

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

(D)(2) LEA and school infrastructure (10 points)

10

5

(D)(2) Reviewer Comments:

Using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records):

- The district will implement electronic learning systems where students can post their data and receive appropriate feedback. These systems will allow students and parents' access to support and feedback in a much shorter amount of time than with traditional assessments and assignments. Students, parents and staff will be appropriately trained on how to utilize the online learning system.

Ensuring that LEAs and schools use interoperable data systems (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data):

- In conjunction to provide all student data and information to parents and staff, the district's current financial and payroll system, work in conjunction with one another.

Criteria addressed on some level in other areas of proposal:

- How the district's infrastructure supports personalized learning.
- How educators would be trained and have access to the necessary content, tools, and other learning resources.

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	8
(E)(1) Reviewer Comments:		

The plan elucidates ideals of continuous improvement for all involved: administrators, teachers, staff, students, parents, and external stakeholders. A plan is laid out that entails the responsibilities of each respective party.

The district has developed a fairly rigorous evaluation plan to allow for monitoring, measuring, and sharing information related project progress. In this section, the district offers targets, deliverables, responsible parties and timelines.

This is appropriate. However, it has not expressed how or who will ensure that it is operating efficiently as a board and/or district to ensure the necessary oversight as change agents which is likely a new role for them as well. Also, publicly sharing information is included in other sections but does not include professional development.

(E)(2) Ongoing communication and engagement (5 points)

5

4

(E)(2) Reviewer Comments:

A response to this section of the application was missing. However, the proposal denotes ongoing communication with all stakeholders. It also provides for the routine frequency of meetings and communications as well as those for critical marking periods over the life of the project.

External Stakeholders:

- PBR1 will continue to have discussion groups and community forums.
- A goodly number of partnership is in place (i.e. Boys and Girls Club, Lions Club, Sole Providers, and churches who sponsor a Backpack Food program.

A shortcoming is that the relationship appears less symbiotic and not quite interdependent in that schools do not document engaging community in the decision making or outcomes of the school.

Internal Stakeholders:

- High engagement at the district and school levels have been explicated throughout the plan.

A high quality plan is not offered, per se. The budget provides the closest document of a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each.

(E)(3) Performance measures (5 points)

5

3

(E)(3) Reviewer Comments:

At least twelve performance measures were predicted for improvement in student learning and increased equity were provided for all students, by grade, by year, and by subgroups. Performance on summative assessments to decrease the achievement gap and to increase in college enrollment was provided.

An attached plan includes specific performance goals for each grade band, discipline, and subgroup based on the specific need for improvements throughout the district. The goals for some grade bands and disciplines are more aggressive than others. Further explanation would help to explain the different expectations. With due diligence, however, the goals are attainable.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

A response to this section of the application was missing. However, the proposal speaks to the evaluation, monitoring, and measurement of the effectiveness of the investments of this project in E1. It includes implementation of 360 degree evaluations that would afford insight about problematic project area, employees who are not collaborating (a critical feature of success), or educators who are not performing as necessary to provide the requisite intervention for students. With the 360 degree evaluation system in place, challenges can be handled before moving to the top tier of the organization. They could be handled at the level of the issue.

It was also noted that the Superintendent would report to the Board of Education for his or her evaluations as well as for the approval of all other staff evaluations. If all staff evaluations are subject to the Board of Education, the empowerment of building principals, over time, would be eroded.

Criteria addressed on some level in other areas of proposal:

- The measures to evaluate the effectiveness of service delivery, school leadership teams, decision-making structures, school operations, and professional development.

Criteria that are not addressed:

The measures to evaluate the effectiveness working with community partners, activities that employ technology or more productively use time, staff, money, or other resources in order to improve results schedules and structures.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7
<p>(F)(1) Reviewer Comments:</p> <p>The budget seems reasonable and sufficient. The budget provides a high quality plan in that it provides specific job titles and corresponding duties and/or areas of responsibility, initiatives that require funding, who will be served and who will provide the service, along with the year of implementation for each. Justification and thoughtful rationale for each major spending area was offered. One-time investments versus ongoing operational costs can be presumed by studying the budget but is not declared in some instances.</p> <p>The district has taken measures to shore up financial sustainability. Later this year, PBR1 is requesting voters of Missouri to approve a sales tax increase for cigarettes that if passed is estimated to provide PBRI an additional \$760,000 to \$1,100,000 annually. This increase in funding would provide an increase in funding that would be utilized for sustaining the proposed project. In addition to this ballot measure, the City of Poplar Bluff and the surrounding area that make up the school district boundaries are experiencing significant economic development activity. This development will eventually lead to increased property tax revenue for the school district. In addition to these possible increases in revenue, administration also has plans to adjust internal operations that will contribute to the sustainability of the project such as giving up classroom space for computer labs and the expenses associated with the operation of the labs due to increasing digital content. The district has also recently created a public relations director to increase the visibility of the school district within the community for the purposes of reaching out to local businesses and service clubs to create partnerships. These partnerships will be used to develop "adopt a school/student" type programs with financial contributions. Albeit, most of these measures are not guaranteed translations into dollars.</p>		
(F)(2) Sustainability of project goals (10 points)	10	9
<p>(F)(2) Reviewer Comments:</p> <p>This is a reiteration of what was presented in F1: The district has taken measures to shore up financial sustainability. Later this year, PBR1 is requesting voters of Missouri to approve a sales tax increase for cigarettes that if passed is estimated to provide PBRI an additional \$760,000 to \$1,100,000 annually. This increase in funding would provide an increase in funding that would be utilized for sustaining the proposed project. In addition to this ballot measure, the City of Poplar Bluff and the surrounding area that make up the school district boundaries are experiencing significant economic development activity. This development will eventually lead to increased property tax revenue for the school district. In addition to these possible increases in revenue, administration also has plans to adjust internal operations that will contribute to the sustainability of the project such as giving up classroom space for computer labs and the expenses associated with the operation of the labs due to increasing digital content. The district has also recently created a public relations director to increase the visibility of the school district within the community for the purposes of reaching out to local businesses and service clubs to create partnerships. These partnerships will be used to develop "adopt a school/student" type programs with financial contributions. Albeit, most of these measures are not guaranteed translations into dollars.</p>		

## Competitive Preference Priority (10 total points)

	Available	Score



Competitive Preference Priority (10 total points)	10	0
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## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

Create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators:

- Students will be allowed to chart their own courses with career plans and personalized learning plans.
- Differentiated instruction will be streamlined.
- There will be support for personalized learning.
- A handbook is being created that makes students and parents aware of the scope and sequence of requirements at each grade level.

Accelerate student achievement and deepen student learning by meeting the academic needs of each student:

- A variety of learning products will be available to students.
- Educators will have guidance from the Common Core State Standards.
- Teachers are being required to completely change the way they have done business, for the most part.

Increase the effectiveness of educators:

- The plan speaks highly of the intention of its teachers to personalize the environment but is also realistic in its understanding that additional training and support are needed.
- Hence, training will be available so that teachers can use the technology to identify student needs and to help them intervene or accelerate as necessary.
- Teachers will also receive professional development in facilitating higher order, interactive learning as well as the skills for coaching and mentoring.

Decrease achievement gaps across student groups and increase the rates at which students graduate from high school prepared for college and careers:

- PBR1 laid out a solid plan to address the needs of all of its students. In some cases, the proposed change is radical. In other cases, the projected change is more modest. Some grade bands are slated for incremental growth in proficiency. In either case, the overarching idea is clear. However, higher expectations are proposed for everyone.
- Standards and assessments would be in place.
- Data systems will better serve students, parents, teachers, leaders, and the community.
- Personnel will be more frequently and more intensely targeted for pointed professional development.

While there were no statements about the larger mission of this work, its success would speak to the mission and how it might impact the turnaround of a community and the larger society.

Total	210	150
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# Race to the Top - District

## Technical Review Form



## Application #1000MO-2 for Poplar Bluff School District R-1

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The District envisions that through designing and implementing personalized models of teaching and learning at ALL grade levels, all students will be able to achieve their desired college and career readiness outcomes. The plan builds on the RTTD core areas, including adoption of high-level standards and assessments, teacher evaluation linked to student achievement, and data systems that provide stakeholders ready access to longitudinal student level performance data. To build on the District's extant efforts to personalize instruction, with RTTD funds, the District would provide staff (Learning Coaches, teachers) training in personalized instruction and technology, support schools' Professional Learning Community Leadership teams that will work and learn to "adapt content and instruction to meet the needs of students."</p> <p>SCORE: H (10)</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>a. All District schools and students would participate in RTTD. A list of participating schools is provided.</p> <p>b. All participating schools are listed.</p> <p>c. All of the District's 5,431 students would participate in the project. 60% of the District's students are from low-income families. 3,806 students are high-need. 341 educators teach in District schools.</p> <p>SCORE: H (10)</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>Proposal provides a cogent, detailed description of the components of its reform model as well as their rationale, particularly as related to personalization:</p> <p>District will continue to have discussion and community forums to explore ideas/strategies for shifting focus from one-size-fits-all to student-level educational customization.</p> <p>Teachers will become learning facilitators rather than classroom lecturers.</p> <p>District will work to change school cultures in order to, for example, provide "time for student collaboration, project based experiences, and problem solving tasks...." and to address the specific "social, emotional, behavioral" needs of students.</p> <p>Schools would use RTTD funding to scale-up interventions that have worked in pilot schools (e.g., Positive Behavior Intervention and Support).</p> <p>Pursuant to the personalization goal, teachers will be trained on the Development Assets ("40 common sense, positive experiences and qualities that help influence choices that young people make and help them become caring, responsible, successful adults")</p> <p>Narrative discusses why technology is essential for successful implementation of a personalization strategy and describes how technology (including Apple MacBook Airs for each student in grades 3 thru 12) will be used to that end).</p> <p>The District has already developed standards-based Essential Learning Outcomes (ELOs) in all grade levels. ELOs inform parents and students what students need to master at each grade level in order to be prepared for college and work.</p> <p>Pursuant to educational personalization, students may master learning outcomes at different paces and through different</p>		

means.

Effective personalization requires frequent assessment of student progress and the use of these data to inform adjustments in students' individualized learning plans. To this end, the District would use the Acuity assessment platform to provide three predictive assessments and four diagnostic assessments for each student in grades 3-12.

District teachers have endorsed and will receive training on the Marzano Evaluation system for teachers.

SCORE: H (10)

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
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(A)(4) Reviewer Comments:

District-wide goals are to increase % proficient in Communication Arts and math by about 2 percentage points per year and science by 3-4 percentage points per year. The expectation is that each subgroup can ultimately achieve the projected post-grant % proficient (64.7% for Communication Arts, 67.4% for math, and 64.1% for science). This means that for subgroups with relatively low baseline % proficient, annual growth targets are higher. In effect, achievement of these goals would close achievement gaps for subgroups. Students subgroups are Black, White, Free and Reduced (lunch), IEP (special ed). Some goals seem very ambitious but reasonable.

The proposal also lists similar % proficient and achievement gap targets for selected subjects: Algebra 1, math for each of the grades 3 through 8, English II, Communication Arts for each of the grades 3 through 8, Biology, Sciences for grades 5 and 8.

The growth target for graduation rates is 2 percentage points per year. The 2 percentage point annual increase is not very ambitious. At that rate, it would take the district three years to get back to its 2010-11 graduation rate. However, the growth targets set to close the achievement gap for subgroups are reasonable.

After first year growth target of about 1 percentage point, growth goals for college enrollments are set at about 2.5 percentage points per year. This is reasonable.

SCORE: H (10)

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

Narrative describes the District's success in increasing student academic performance, graduation rates, and college enrollment over time as well as the interventions the District believes precipitated these improvements. Discussion covers interventions such as dropout prevention, strengthened transitions between grade levels, hiring a graduation specialist to monitor progress of at-risk students, opening an alternative school for at-risk students, permitting high school students to enroll in night school and/or summer school, A+ program in which qualified high school graduates are entitled to attend a 2-year college for free, College Now a district-college partnership that enables qualified students to take courses at a community college while they're in high school, and making student data available to parents on a regular basis.

SCORE: H (15)

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
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(B)(2) Reviewer Comments:

The narrative notes that "all salaries are available upon request of the district's custodian of records." "Upon request" implies that financial data, including salaries, are not readily available to the public through the district. It is not evident from the narrative that the district provides actual non-personnel expenditures at the school level.

However, while the narrative does not mention this, an appendix in the narrative reveals that the St. Louis Dispatch makes available to the public salary and background information for every educator (principals, teachers, and others) in Missouri, including the applicant district.

SCORE: M (3)

(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Because all district schools are fully accredited by the state, the District operates under a "local control governance system."</p> <p>Missouri does not offer collective bargaining rights to public school employees. The district maintains a respectful relationship with both teacher organizations. The Superintendent meets monthly with the Presidents of both teacher organizations (MNEA and MSTA) to give teachers a voice in decision making.</p> <p>SCORE: H (10)</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <p>Narrative indicates that parents, principals, teachers, and counselors were involved in planning the proposal. However, it is not clear how many parents were involved or what methods were used to engage them.</p> <p>The proposal enjoyed overwhelming support from District central office staff and school staff, including teachers. The appendix includes the signatures of 82 percent (according to narrative) of teachers and principals on a 1-page project overview of the proposal. Some parent groups (e.g., Kindergarten parent group) signed the 1-page summary.</p> <p>Proposal includes letters of support from mayor, city manager, state house rep, U.S. congressional rep, 3 businesses, a college, and 1 nonprofit.</p> <p>SCORE: H (10)</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>Throughout the proposal, the narrative consistently attaches an analysis/discussion of need for specific interventions. Narrative in this section summarizes this information.</p> <p>SCORE: H (5)</p>		

### C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18
<p>(C)(1) Reviewer Comments:</p> <p>(a)(i) Teachers at all grade levels will help students set learning goals that are personally important, attainable, and include a specific plan of action. In elementary schools, students will develop personal learning goals. Once in middle school, students will develop individual career plans. Counselors and teachers will engage parents in the planning process.</p> <p>(a)(ii) The District is currently developing a handbook of ELO (Essential Learning Outcomes) that are aligned with Common Core State Standards. This document will lay out the building blocks that students must take into account in developing their learning goals and plans.</p> <p>(a)(iii) Various software programs (e.g., Waterford, SuccessMaker, Study Island, BrainPop, Education City, and A+nywhere System) will be used to expand the district's ability to ensure students are able to be involved in deep learning experiences in areas of academic interest. High school students will also have access to advanced placement and dual credit courses</p> <p>(a)(iv) and (a)(v) The District will continue to offer training to teachers that results in certification in areas critical to aiding students direct their own learning in alignment with Common Core Standards.</p> <p>(b)(i) With the assistance of teachers and counselors, each student will develop a personalized plan of study. Appropriate technology will be made available that enables the student to keep track of his/her progress. Moreover, modern technology would also facilitate expeditious and engaging delivery of content.</p> <p>(b)(ii) Strategies such as the following would be used to convey instruction/learning to students: eMINTS, Inquiry model,</p>		

Socratic questioning, Cooperative Learning, and Positive Classroom Management).

(b)(iii) The district would implement digital and blended instructional solutions to help every child progress toward graduating on time college and career ready. This digital path will provide targeted support and resources for students struggling with mastery in specific areas.

(b)(iv)(a) Weekly, teachers will keep grades updated and have "data chats" with students to review progress and keep on track. Parents will have continual access to all data dashboards that contain information about their child.

(b)(iv)(b) To help develop personalized learning recommendations for students, the District uses Missouri Connections, a web-based resource to help Missouri citizens, among other things, determine their career interests, explore occupations, and establish education plans. This program is available at no charge.

(b)(v) Students with high needs would receive a broad array of personalized support (e.g., mentor, graduation specialist, transition skill classes, advisory teacher who remains with them for the duration of high school). A schedule would be implemented that provides increased learning time beyond school year and the school day.

(c) Training will be made available to both students on parents on how to use the new tools designed to personalize students' educational experiences. Some training would be provided during the summer and would be offered through tutorials on the district's website.

SCORE: H (18)

(C)(2) Teaching and Leading (20 points)

20

16

(C)(2) Reviewer Comments:

(a)(i) and (a)(ii) For 3 years, the district has been implementing Professional Learning Communities (PLC) in each of its 10 campuses. Teams meet weekly to discuss student progress, plan intervention activities, share practices, and celebrate success. PLCs would play a vital role facilitating professional development pursuant to the implementation of RTTD. RTTD funds would be used to hire five Learning Coaches who would support and guide teachers in creating personalized learning environments (e.g., discussions and collaborative work, project-based learning)

(a) (iii) The District provides all teachers and administrators access to a comprehensive longitudinal student information/data through two linked data systems (SIS and PULSE). SIS assembles information related to student enrollment, demographic information, attendance, discipline, IEP, teacher notes, grades, and assessment data. Parents have access to their child's data through the Parent Portal.

(a) (iii) Through the use of Acuity, teachers in selected grades are able to develop and administer diagnostic and predictive assessments online. With RTTD, the District would expand access to Acuity to all grades.

(a)(iv) With RTTD support, the District would be able to implement the (Robert) Marzano teacher evaluation model. Among other things, the evaluation would connect teacher and leadership effectiveness to student achievement and classroom observations, and use this information as a basis for improving teachers' effectiveness.

(b)((i) To maximize the likelihood of students graduating expeditiously, teachers, coaches, and administrators review assessment data from Acuity and elsewhere to identify and address students' academic deficiencies.

(b)(ii) Teachers would also have access to Curriculum Loft, a cloud-based environment that enables educators to access and share digital content. Students would also enjoy ready access to appropriate technology designed to facilitate and personalize learning.

(b)(iii) Working as a team, educators would be able to use readily-available student assessment data to diagnose student deficiencies and devise personalized approaches for addressing those deficiencies.

(c)(ii) By integrating the elements of this proposal into schools' extant Professional Learning Communities, schools would improve their ability to continually review progress and challenges and make program adjustments.

(d) The narrative refers to the District's plan for "High Quality" teachers and administrators and indicates a District goal of all teachers being "High Quality" by August 1 of each school year. "High Quality" does not appear to be equivalent to "Highly Effective." However, narrative elsewhere in this section describes plans to implement the Marzano teacher evaluation model. Based on the description of the model provided in the proposal, the Marzano evaluation model would align well with RTTD definitions of effective and highly effective teachers.

SCORE: H (16)

# D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: (a) Central office leadership team for the project is made up of the superintendent and three high level administrators for personnel, curriculum, and finance, respectively. (b) While following the district's guiding principles, each school's principal and professional leadership team would be accorded the authority to "build schedules, assign duties, and budget their funds in a manner that will best serve their student population." (c) Student progress would be based on mastery rather than seat time. Instruction would be differentiated. (d) While the district would help students develop strengths in all learning styles, students would be encouraged to use their strongest learning style to demonstrate mastery. (e) "The district has in place a special education director, 504 coordinator and an ELL coordinator who are responsible for making sure that all accommodations are developed and implemented. Additionally, IEP facilitators are in place at each site to assist with yearly meetings with appropriate teachers, administrators and parents to update the plans." SCORE: H (15)		
(D)(2) LEA and school infrastructure (10 points)	10	8
(D)(2) Reviewer Comments: (a) all grant participants will have full access to the necessary content and tools. Moreover, at the close of the grant, technology access to MacBooks will be sustained by asking students to pay a \$50 yearly usage fee to cover repairs and tech support. The district will set up a scholarship program to assist students who can't afford the usage fee. (b) Students, staff, and parents will receive tech support before, during, and after school. Support will include technical support provided at sites during school hours. Online, participants will be able to submit requests for technical support and/or review tech support Q&A. Support packages will also be purchased from Apple. (c) "The district will implement electronic learning systems where students can post their data and receive appropriate feedback." However, it is not clear from the narrative that the systems enable users to export data in open formats for use with other software. (d) The district's student data systems (SIS and PULSE) are synced. Moreover the district's financial and payroll systems work in conjunction with each other. However, it's not clear from the narrative that all four systems are interoperable as defined by RTTD. SCORE: H (8)		

# E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: The narrative describes a coherent plan for continuous improvement that regularly engages and solicits feedback/input (e.g., through surveys) from central office staff, school administrators, teachers, students, parents, and other community stakeholders. SCORE: H (15)		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments:		

Embedded in the plan are provisions for effective communication with all stakeholders (e. g., regular meetings, information dissemination).

SCORE: H (5)

(E)(3) Performance measures (5 points)

5

1

(E)(3) Reviewer Comments:

Proposed project includes 12 performance measures, as required by RTTD. The indicators are listed in both the narrative and in an accompanying table. However, some of the measures are incomplete or may not be valid.

According to the narrative, "Students with a highly effective teacher and principal are those who score advanced on standardized testing..., students with an effective teacher and principal are those who score proficient on standardized testing...." The measures used for "highly effective" and "effective" teachers and principals do not seem valid in that: (1) they do not take into account the historical performance levels of students; and (2) a given teacher could be simultaneously "highly effective," "effective," and less than effective, if the performance of the students in the teachers class(es) ranged from advanced to proficient to less than proficient. Students who score advanced may tend to be those who advanced in prior grades or related courses. The narrative implies that this same measure of teacher effectiveness will be used after the base year. Sum of "highly effective" and "effective" exceeds 100% for some years. No explanation is offered as to why.

Narrative in earlier sections indicated that the Marzano system would be used to evaluate teacher effectiveness. The narrative for the current section does not refer to this system.

The proposal uses grade levels as subgroups for targets in this section. According to the RTTD definition, if the subgroup size is not too small, "subgroup" refers to the following: public elementary and public secondary; economically disadvantaged; students form major racial and ethnic groups; students with disabilities; and students with limited English proficiency. In goal tables presented earlier in the proposal, the applicant used the following subgroups: Black, White, Free and Reduced (lunch), IEP (special ed). It's not clear why these subgroups were not delineated for the tables in the present section.

SCORE: L (1)

(E)(4) Evaluating effectiveness of investments (5 points)

5

1

(E)(4) Reviewer Comments:

While the narrative states that the district has developed a "rigorous evaluation plan ... for monitoring, measuring, and sharing information related to project progress," the narrative mainly describes project data compilations. The narrative does not detail a plan for evaluating the impact/effectiveness of various project investments (e.g., teacher and student use of Macbook Airs to facilitate personalization and improved learning).

SCORE: L (1)

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
(F)(1) Reviewer Comments:		
<p>Overall budget is \$12,504,703.26. The budget reflects RTTD resources only. Applicant views entire proposal as one project (RT3: It's All about Me), which is sensible. The project detail (subpart 3) and narrative (subpart 4) are combined. This table provides a detailed listing of all RTTD resources needed for each year of the project and provides clear rationale statements for the various expenditures. The descriptions distinguish between ongoing and one-time expenditures. Note that the applicant's budget does not show non-RTTD resources that would be used to support implementation of the project (e.g., nonRTTD resources used to purchase Macbook Air computers for 7-8<sup>th</sup> grade teachers).</p> <p>Note that an overall budget summary narrative is not included. However, given that there is only one project-level budget, logically the project narrative for the project-level budget would be the same as the overall summary narrative.</p> <p>SCORE: H (9)</p>		

(F)(2) Sustainability of project goals (10 points)	10	8
(F)(2) Reviewer Comments: <p>The narrative identifies several strategies for helping to sustain the RTTD project at the end of the grant term, including: possible revenue from proposed sales tax increase for cigarettes; increased property tax revenue (from increased development in region), improved efficiencies in district's operations; accrued savings reduced expenditures on textbooks (much of which will be replaced by digital content).</p> <p>Listed in an earlier part of the proposal, but not listed here, was the idea of charging students a \$50 fee (with students from low-income families getting support through a scholarship fund).</p> <p>SCORE: HIGH (8)</p>		

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0
Competitive Preference Priority Reviewer Comments: <p>No entry in this section.</p> <p>SCORE: L(0)</p>		

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments: <p>Applicant's RTTD proposal does a very good job of describing throughout how its comprehensive, coherent project vision and design (including, Personalized Learning Environment, Professional Development, College and Career Readiness, and Evaluation System for teachers, principals, and superintendents) would build on the RTTD core assurances, embrace educational personalization strategies, and thereby pursue marked increases in academic achievement for all students and help close achievement gaps for low-achieving students.</p>		

Total	210	179
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### Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	0
Optional Budget Supplement Reviewer Comments: <p><i>Not applicable</i></p> <p>SCORE: 0</p>		





# Race to the Top - District

## Technical Review Form

Application #1000MO-3 for Poplar Bluff School District R-1

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
<p>(A)(1) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>Applicant intends to implement the plan at all grade levels across their district.</li> <li>The applicant intends to build upon existing structures including utilizing Professional Learning Communities.</li> <li>Applicant doesn't speak to their past success in this section, however, they bring in additional information in (A)(3) that includes some existing practices and strategies that will be utilized. Including PLCs, PBIS for behavior, current online/blended learning instruction opportunities for students.</li> <li>There is insufficient discussion about past practice and the work in the four educational assurance areas.</li> </ul>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The applicant is intentional in the decision to implement their plan for all students in all schools within the district. They intend to build upon existing strategies.</li> <li>Approximately 5431 students will participate, 60% are low income, and 70% are identified as high needs.</li> </ul>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>Applicant intends to build upon existing strategies that have shown success for students including:</p> <ul style="list-style-type: none"> <li>Utilizing Professional Learning Communities as a way for teachers to examine current individual practices, as well as school-wide practices that are leading to or inhibiting student success.</li> <li>Building upon current partnerships and community resources that support students in and out of school.</li> <li>Expanding on the use of Positive Behavior Interventions (PBIS) - used at two schools, looking to expand based on success.</li> <li>Continued use of Capturing Kids Hearts and Development Assets programs</li> <li>Expansion of online/blended learning options for students with intentional technology access expansion.</li> <li>Have developed Essential Learning Outcomes for all grade levels, and have a plan for college- and career-readiness curriculum for each grade level.</li> <li>Continued use of Acuity assessment platform and Marzano teacher evaluation system</li> </ul>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	4
<p>(A)(4) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>Applicant has shown a 2% growth in student performance on the Communication standardized test as well as a 2% increase in student performance on the Math test. However, they had a 4% decrease in student performance on the Science test.</li> <li>They have a goal of having approximately 64%-68% passing rates by 2016/17 - this seems like a low target and there is little discussion about why they are not anticipating greater student performance growth.</li> <li>Graduation rate data goals does not include any prediction for decreasing achievement gap by subgroups - but includes the same % of growth across all subgroups - effectively maintaining the achievement gap.</li> <li>College enrollment data is not collected by subgroups. There is insufficient information to determine their goals by subgroup.</li> </ul>		

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10
(B)(1) Reviewer Comments: <ul style="list-style-type: none"> <li>From 2009-2012 overall student performance has increased by about 5% in Communication Arts and over 10% in math.</li> <li>For subgroups, the achievement gap was lessened for Black students in Math, for Free Reduced Students in Communication and Math. However, for Special needs students in Math, and Black students in Communication - that gap increased.</li> <li>There has been a slight increase in graduation rate of about 2% from 2009 to 2012, and the district has put into place a variety of interventions and new strategies to address this lack of increase.</li> <li>College enrollment grew slightly, just over 4%.</li> <li>5 of 7 schools had over 10% growth in Math. This is significant growth in the majority of the schools.</li> <li>2 schools decreased in the Communication Arts performance.</li> <li>Student performance data is available for parents and students through parent/teacher conferences, as well as parent access to the student information system.</li> </ul>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2
(B)(2) Reviewer Comments: <ul style="list-style-type: none"> <li>Expenditures and Personnel salaries are available upon request, and through the Missouri Department of Education.</li> <li>School board meetings are public.</li> <li>Applicant does the minimum required by law and does not go above and beyond to make sure parents and community members have easy access to data.</li> </ul>		
(B)(3) State context for implementation (10 points)	10	10
(B)(3) Reviewer Comments: <ul style="list-style-type: none"> <li>Applicant is an accredited school district under Missouri Department of education and that comes with autonomy in terms of staffing, curriculum and budget.</li> <li>There are no collective bargaining units - instead they have two teacher groups that are involved monthly with input in district decisions.</li> </ul>		
(B)(4) Stakeholder engagement and support (10 points)	10	7
(B)(4) Reviewer Comments: <ul style="list-style-type: none"> <li>Applicant states that parents, principals, administrative staff, teachers and counselors all had a part of the planning phase for the grant application. The applicant does not provide details about how this engagement occurred.</li> <li>82% of teachers and principals approve the plan.</li> <li>Application includes a number of letters of support from community organizations and key stakeholders in the community.</li> </ul>		
(B)(5) Analysis of needs and gaps (5 points)	5	4
(B)(5) Reviewer Comments: <ul style="list-style-type: none"> <li>Applicant has data that demonstrate a number of students are not meeting proficiency on the state standardized tests.</li> <li>They also understand that they lack a uniform system to gauge college- and career-readiness and hope to improve that system through the grant funds.</li> <li>They have begun to implement Professional Learning Communities across the district, with varied results.</li> </ul>		

- They intend to have students develop individual learning plans.
- They intend to create a one-to-one technology environment for grades 3-12.
- They intend to expand the use of Acuity assessment, and implement the Marzano teacher evaluation system.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17
(C)(1) Reviewer Comments: <ul style="list-style-type: none"> <li>• The district intends to change the role of the teacher and the way in which students access learning tasks, making teachers facilitators/coaches for learning and students following an individual learning plan.</li> <li>• The district intends to utilize technology for differentiation and to provide multiple pathways for students.</li> <li>• The district has spent time developing Essential Learning Outcomes for every grade level that also include learning progressions and are tied to the Common Core. These ELOs will be used to plan instructional sequences for students.</li> <li>• Individual learning plans will be created with student, parent and teachers and will include individual pacing. These plans will be aligned with specific career-readiness curriculum. They will include weekly 'data' chats with students and teachers, so students can monitor progress. Technology will be utilized to provide tiered learning opportunities for students that include online and offline curriculum and instruction access.</li> <li>• The district will expand the use of resource for specific student skill building.</li> <li>• Utilizing the individual learning plans, students will be able to move at their own pace, dive deep into subjects that interest them and have access to a diverse amount of resources and opportunities.</li> <li>• There was insufficient information to determine how accommodations will be handled and what type of training students will receive to understand how to use tools and resources.</li> </ul>		
(C)(2) Teaching and Leading (20 points)	20	20
(C)(2) Reviewer Comments: <ul style="list-style-type: none"> <li>• Applicant has a comprehensive plan to provide teacher professional development towards successful implementation. They are building upon existing structures and strategies to build effectiveness of their teaching staff.</li> <li>• They will continue to utilize Professional Learning Communities at all sites, as well as site leadership teams. There are weekly opportunities for teachers to meet for planning and development, as well as an additional 8 days built into the calendar for collaboration, data analysis, intervention development and professional development.</li> <li>• District intends to hire five learning coaches that will be extensively trained to provide on-going support for staff.</li> <li>• Every school has access to a web-based student information system that includes teacher-friendly data dashboard. Parents also have access through the parent portal.</li> <li>• District intends to expand the use of the Acuity assessment system, that is robust in providing formative and predictive assessments, and suggesting curriculum resources to address individual student gaps. They have used this with a few grade levels and want to expand this to all grades across the district.</li> <li>• District intends to purchase and implement the Marzano teacher evaluation system that is designed to provide timely feedback to teachers.</li> <li>• District has purchased Curriculum Loft - to facilitate collaboration and sharing of resources across the district.</li> <li>• District intends to have all teachers highly effective prior to August 1 of each school year.</li> </ul>		

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12
(D)(1) Reviewer Comments: <ul style="list-style-type: none"> <li>• District has a leadership team that meets on a weekly basis.</li> <li>• Schools have individual building level admin and teams that have flexibility and site-based decision making capacity to develop plans, staffing models and budget decisions on a school level</li> </ul>		

- Students will have the ability to adjust their pacing for learning as best fits the student.
- District intends to allow students to demonstrate mastery based on learning styles. It is unclear how they intend to modify demonstration based on standards and the variety of ways students can demonstrate mastery.
- Individual learning plans will include IEP and Language accommodations as needed.

(D)(2) LEA and school infrastructure (10 points)

10

8

(D)(2) Reviewer Comments:

- For the technology equipment, students will be asked to pay \$50/year for use of a laptop. If students are unable to afford this fee, scholarships will be available.
- Tech support for training and hardware/software support will be available before, during and after school so that all stakeholders have easy access for support. Application did not provide detail about what that support might look like and how it will be provided through a range of strategies.
- District is researching a student learning system to allow students to store work, potentially utilizing the Blackboard format.
- It is the districts practice to only purchase data systems that sync with one another. The current SIS and PULSE systems work in conjunction with one another to provide student data.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
(E)(1) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• Applicant plans to set timetables, deliverables and performance indicators at the onset of the grant implementation.</li> <li>• In addition to this plan to be developed, administrative team will meet monthly, teachers will meet weekly/monthly, students will provide feedback through student leadership council and student surveys.</li> <li>• Parent forum will be conducted at the beginning of the project and then twice per year thereafter</li> <li>• Monthly school board meetings and communication through the community action committee.</li> <li>• The applicant intends to request feedback at various points, but it is unclear how thoughtfully they have created this improvement process to date. There is insufficient information about how they will respond to feedback for continuous improvement.</li> </ul>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
(E)(2) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• The current strategy is to provide information through monthly school board meetings and then through a community action committee.</li> <li>• There is insufficient detail about how the applicant will expand their communication and engagement to insure they reach all stakeholders.</li> </ul>		
(E)(3) Performance measures (5 points)	5	3
(E)(3) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• Applicant has identified 12 performance indicators that include both academic, college/career readiness and social emotional indicators.</li> <li>• There is insufficient discussion about the rationale for choosing these indicators and how they will make adjustments if the performance indicators are not meeting their expectations.</li> </ul>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	1
(E)(4) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• Outside of what was included in (E)(1), there is insufficient information about how the district will evaluate the</li> </ul>		

effectiveness of professional development activities. The applicant should put more effort into a comprehensive evaluation plan.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments: <ul style="list-style-type: none"> <li>Applicants budget is reasonable and sufficient to support the development and implementation of the plan and it identifies how it will expend all funds to support the project.</li> <li>There is insufficient information about any external funding or how they might use LEA, State or other Federal funds.</li> <li>Narrative includes a thoughtful rationale for investments and identifies one-time purchases as well as those used for on-going operations.</li> </ul>		
(F)(2) Sustainability of project goals (10 points)	10	10
(F)(2) Reviewer Comments: <p>Applicant has a plan to provide ongoing sustainability including:</p> <ul style="list-style-type: none"> <li>Local ballot measure that has the capacity to bring up to \$1 million a year in additional tax income.</li> <li>A plan to re-evaluate current district operations to increase effectiveness and decrease costs.</li> <li>The creation of a new Public Relations Director position to develop relationships and partnerships with community members for on-going support.</li> <li>Applicant mentions increased economic development that will lead to increase in tax revenues.</li> </ul>		

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0
Competitive Preference Priority Reviewer Comments: <p>No information was included for the competitive preference priority.</p>		

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments: <ul style="list-style-type: none"> <li>Applicant has a thoughtful and comprehensive plan to create personalized learning environments that will lead to increased learning for students aligned with college- and career-readiness requirements.</li> <li>They have a comprehensive plan for supporting educators through professional development and technical support to develop individual learning plans for students.</li> <li>Applicant has some demonstrated success that they are hoping to build upon, and have identified areas of needed improvement including data gathering related to college- and career-readiness.</li> <li>Applicant has some demonstrated success in increasing student achievement and decreasing achievement gaps, but need to pay closer to attention to how they intend to support subgroups and push for rigorous academic achievement for all students.</li> </ul>		

Total	210	158
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